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Media Habits
of American Youth
Findings from the 1990
Youth Attitude Tracking Study
Market Research & Analysis Branch

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Media Habits of American Youth

Findings from the 1990 Youth Attitude Tracking Study

February, 1993

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FOREWORD

This report focuses on a portion of the Youth Attitude Tracking Study (YATS) survey of American youth. The Human Resources Research Organization (HumRRO) prepared this report under contract MDA-903-90-C-0126, Communications and Enlistment Decisions: Topical Survey Reports, part of the Office of the Assistant Secretary of Defense for Force Management and Personnel's (OASD [FM&P]) Joint Market Research Program.

YATS is the Defense Manpower Data Center's (DMDC) ongoing survey component in support of military manpower and recruiting efforts. A nationally representative sample of 9,797 American 16-24 year old youth participated in a telephone survey to obtain information about their backgrounds, current status and future plans, likelihood of enlisting in the military, and perceptions concerning a wide variety of relevant issues.

This report presents data from the 1990 YATS concerning the media habits of youth -- how often, when, and to what types of media (television, radio, newspapers, and magazines) youth are exposed. The primary analysis was aimed at examining media habits of those youth most desired by the Services --- male high school graduates who score at or above 50 on the Armed Forces Qualification Test (AFQT). The Department of Defense (DoD) and the Services refer to this group as "high-quality" males. The profiles of media use reported by

high-quality males were compared with those of other demographic groups.

The Contracting Officer's Technical Representative was Ms. Candace Fryburger of the Defense Manpower Data Center. Mr. Pat Lerro was the HumRRO Project Director. Mr. Jeffrey Barnes was the principal author of the report, supported by Ms. Julien Chan. Ms. Pamela Croom lent graphic arts support. Dr. W. S. Sellman, Director for Accession Policy, OASD(FM&P), provided policy guidance, and Dr. Jerome Lehnus of DMDC provided technical direction and guidance. Mr. Matthew Boehmer of DMDC assisted in the final editing process.

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Section 1

INTRODUCTION

An essential step as the Services and DoD develop their respective recruiting advertising strategies, campaigns, and executions is to determine the best means of media audience delivery. Within a given advertising budget, resources are allocated to specific media based upon their effectiveness in reaching the target market. The media mix consists of national and local advertising for television, magazines, radio, newspapers, direct mail, and point-of-sale material (e.g., booklets provided by the recruiter when talking with prospects).

Each type of media serves a specific purpose. Television builds audience reach through exposure to a wide variety of people; it is the most visual and intrusive advertising medium. Radio advertising builds frequency of message delivery through repetition and can be highly targeted to a specific audience based upon format. Television and radio are often used in combination to introduce an advertising message and generate awareness. Magazine advertisements can also be highly targeted and provide space for a more detailed explanation of various programs, opportunities, and benefits. Poster advertising reinforces creative messages conveyed through other media. Military advertising in newspapers, magazine coupon inserts, and direct mail literature is often designed to solicit a response from prospects via business reply cards or 800 telephone numbers. Point-of-sale materials are used by recruiters to supplement their presentations to prospective recruits and provide facts; they are designed to "tell" about a program rather than "sell" the military.

The overall media mix can be designed for both near-term and long-term synergistic effects. Subsequently, intrusiveness, repetition, and reinforcement are essential elements of advertising strategy. In generic terms, the optimum media mix achieves a desired level of reach (the portion of the target market to be reached) and frequency (number of times the target market is reached) within finite resource constraints (that is, balancing the cost of delivery for each type of media within budget authorization levels).¹

Developing an optimal media mix requires an understanding of the media habits of the target market. For the military, the prime target market is high-quality males, that is, high school seniors and high school graduates who score at or above the 50th percentile on the Armed Forces Qualification Test (AFQT). The most efficient medium is one that reaches a large proportion of the target market, and very few others, at reasonable cost. In the real world, this level of differentiation is seldom possible. In this report, we examine the media habits of the various recruit quality groups in search of media that reach the prime target market efficiently.

Purpose

This report is based upon analyses of the 1990 Youth Attitude Tracking Study (YATS) survey data. The report focuses on youth media habits, i.e., the self-reported hours of exposure to various media types, and examines responses by respondent demographic and quality characteristics. Data were analyzed to help answer the basic question, "Through which media can military advertisers best reach those young people (market segments) most

¹ An example of the media mix and the estimated effectiveness of that mix is described by Dertouzos, J. N. & Polich, J. M., "Recruiting Effects and Army Advertising," RAND, report number R-3577-FMP, January 1989.

desired for enlistment by the Services?" The basis for the analyses was respondents' answers to questions regarding habits of TV viewing, radio listening, newspaper reading, and magazine reading. The specific questions and response options are shown in Table 1.1.

Methodology

The Media Habits report is based on 1990 YATS survey data. Data were collected in December 1990, and January and February of 1991. The survey included a national sample of 9,797 16-24 year-old men and women living in the United States in households or non-institutionalized group homes with telephones. Individuals who had served in the U. S. Armed Forces, or had contracted to do so, were excluded from the sample. Table 1.2 displays demographic characteristics of the sample population. Sample data were weighted to the national population for all analyses.

The survey was conducted using computer-assisted telephone interviewing (CATI), in which live interviewers presented questions generated via computer. The questions were read to participants along with response options. Responses were entered directly into the computer, which automatically branched to the next appropriate survey item. Inconsistent responses were identified immediately so that they could be resolved with the respondent.

Survey Content

The 1990 YATS survey interview began with questions regarding the respondents' school and employment status, followed by exploration of future plans. Propensity, or inclination to enlist in the military, was then assessed through a series of questions concerning

Table 1.1 YATS Media Habits Questions

Q590. About how many hours per week do you watch TV?

Q591. What kind of programs do you watch?

- | | |
|-----------------------|---------------------|
| 1 = SITUATION COMEDY | 7 = SPORTS |
| 2 = MYSTERY/ADVENTURE | 8 = MUSIC OR VIDEOS |
| 3 = GAME SHOWS | 9 = DOC/EDUCATIONAL |
| 4 = SOAPS | 10 = TALK SHOWS |
| 5 = NEWS | 11 = OTHER |
| 6 = MOVIES | |

Q595. About how many hours per week would you say you usually listen to the radio?

Q594. What time of day do you usually listen to the radio?

- | | |
|---------------------|--------------------|
| 0 = NO MENTION | 4 = LATE AFTERNOON |
| 1 = EARLY MORNING | 5 = EARLY EVENING |
| 2 = LATE MORNING | 6 = LATE EVENING |
| 3 = EARLY AFTERNOON | 7 = LATE NIGHT |

Q596. What types of radio programming do you usually listen to?

- | | |
|-------------------------|----------------------------|
| 0 = NO MENTION | 6 = SPORTS |
| 1 = NEWS | 7 = TALK |
| 2 = CLASSICAL | 8 = CLASSIC/SOFT ROCK |
| 3 = EASY LISTENING | 9 = RAP |
| 4 = POP | 10 = HARD ROCK/HEAVY METAL |
| 5 = COUNTRY AND WESTERN | 11 = OTHER |

Q598. How often do you read the newspaper? (0-7 days per week)

Q599. Do you usually read the Sunday newspaper? (Yes/No)

Q600A. What sections of the paper do you usually read?

- | | |
|----------------------|----------------|
| 0 = NO MENTION | 7 = COMICS |
| 1 = FRONT PAGE | 8 = LIFE-STYLE |
| 2 = NATIONAL NEWS | 9 = TRAVEL |
| 3 = LOCAL/STATE NEWS | 10 = FOOD |
| 4 = SPORTS | 11 = BUSINESS |
| 5 = CLASSIFIED ADS | 12 = EDITORIAL |
| 6 = ENTERTAINMENT | 13 = OTHER |

Q600BB. Do you usually read magazines? (Yes/No)

MAG. What magazines do you usually read? (up to six titles)

the likelihood the respondent would enlist in the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, or Reserves in the next few years. The survey queried respondents about their advertising awareness, slogan recognition, and discussions with others about military enlistment. It gathered information about respondent demographics, awareness of military advertising, recall of various media (e.g., TV, radio, magazines) in which military advertising was seen or heard, contact with military recruiters, and recall of receiving unsolicited direct mail.

Respondent opinions regarding a variety of current world events and government policies were also assessed and the role of influencers was explored. Information was collected regarding a variety of personal and work-related attributes such as personal freedom and job training, and whether those values could better be obtained in a military or civilian setting or equally in both settings. Respondents who believed the attributes could best be achieved in the military setting or equally in both settings were then asked in which Military Service the attribute could best be obtained.

Analytic Approach

Market segments were defined in terms used traditionally by the Services to specify recruit quality --- AFQT category, education status, and gender. Respondents were directly asked to identify their gender. Respondents were also asked to identify their levels of education. Based on educational attainment, respondents were placed into two categories: "non-graduates" and "students/graduates." The category "non-graduates" represented those respondents who were no longer in school and had not completed high school. The category

Table 1.2 1990 YATS Weighted Sample Demographic Information

Characteristic	Percent of Population
<u>Gender</u>	
Males	49.0
Females	50.9
<u>Age</u>	
16-18	38.7
19-21	33.3
22-24	27.8
<u>Aptitude*</u>	
Category I-III A	54.9
Category IIIB-V	45.1
<u>Race</u>	
White	76.5
Black	14.5
Other	9.0
NOTE: When asked if the respondent considered him/herself Hispanic, 8.3 responded affirmatively.	
<u>Education Status</u>	
Non-high school graduates	13.9
High school students	34.7
High school graduates (not in school)	28.6
Post-secondary students	22.7
<u>Marital Status</u>	
Never been married	82.1
Married	15.5
Widowed/Divorced/Separated	2.4

* Aptitude percentages are based upon probability estimates given various demographic information contained in YATS as described in Orvis, B.R., & Gahart, M.T. (1989). *Quality-based analysis capability for national youth surveys*. (R-3675-FMP). Santa Monica, CA: RAND. These AFQT quality estimates are available for males only.

Columns may not sum to 100 percent due to rounding.

Source: Multiple questions from 1990 YATS

"students/graduates" combined high school students, high school graduates, college students and college graduates. AFQT category for males was estimated using a procedure developed by the RAND Corporation (Orvis, 1989). This model predicts the probability that an individual would score at or above 50 on the AFQT (Categories I-III A). This AFQT variable was used as a survey weight in conjunction with the population case weight to develop population estimates. Since no formula currently exists to estimate AFQT category for females, analyses for females included a quality break based only on education level.

Analyses were based on simple descriptive statistics - means and frequency distributions, with appropriate statistical significance tests for salient comparisons. All calculations were weighted to represent the national youth population.

Some questions permitted multiple responses, and these were examined in two ways. First, the number of respondents who mentioned a response option was determined. Second, these numbers were then weighted to represent the youth population, and proportions were calculated. This approach does not reflect the order of options mentioned. That is, the first option mentioned has the same weight as the seventh or eleventh option mentioned.

It was hypothesized that order-of-mention is related to how often a person watches a particular program type. To reflect this, a construct using a sum-of-digits technique to allocate media time to categories using the number and orders of mention was developed. For each individual, the number of mentions in responding to a question was inverted and summed. For example, if a youth responded with three mentions to what types of TV programs are watched --- first mention "Sports," second mention "News," and third mention

"Situation Comedies," the sum $1/1 + 1/2 + 1/3 = 1 \frac{5}{6}$ was calculated. This sum, $1 \frac{5}{6}$, represents the total weight to be divided between the three mention categories. The weight for a mention is simply the proportion of the total weight contributed by the mention. In our example, the first mention, "Sports," receives a weight of 1 divided by $1 \frac{5}{6}$ (0.545). Second mention, "News," receives a weight of $1/2$ divided by $1 \frac{5}{6}$ (0.273), and the third mention, "Situation Comedies," receives a weight of $1/3$ divided by $1 \frac{5}{6}$ (0.182).

These proportions were then multiplied by the number of hours of exposure to a media type as an estimate of the media hours of exposure to a program category. If the youth in the previous example watches 16 hours of TV per week, an estimated 8.7 hours (54.5 percent of the 16 hours per week) are spent watching "Sports," 4.4 hours (27.3 percent) watching "News," and 2.9 hours (8.2 percent) watching "Situation Comedies." Mean number of hours and proportion of total hours were calculated for each quality segment and program type.

In light of recent declines in Black youth propensity and enlistment rates, analyses were completed for those who identified themselves as Black as well as all respondents. However, the restricted sample size did not permit analysis of Black non-high school graduates.

Organization

Section 2 compares respondents' reported recall of reading, watching, or listening to TV, radio, magazines and newspapers. It provides estimates of time spent watching TV and listening to radio, and the types of stations and programs which are most viewed or

listened to. Data reflect respondents' reported preferences for particular sections of newspapers, and types of magazines. The response percentages are compared across six groups: male high-quality students/graduates, other male students/graduates, male high-quality non-graduates (predicted to score above and below the 50th percentile on the AFQT), other male non-graduates, female students/graduates, and female non-graduates. Section 3 compiles the same data, but is restricted to Black respondents. Section 4 provides a summary of key findings and includes some author observations.

Section 2

MEDIA HABITS OF YOUTH SAMPLE

TV and Radio Frequency

Although nearly all respondents reported watching TV (98 percent) or listening to the radio (97 percent), the frequency of exposure varied widely. As shown in Table 2.1, the estimated average hours of TV viewing or radio listening by the youth population declined as recruit quality increased. For males, students and graduates watched significantly fewer hours of TV per week than non-graduates. In addition, male students and graduates listened to fewer hours of radio per week than non-graduates. Females exhibited an even larger difference in mean TV viewing hours between students and graduates and non-graduates --- just under 8 hours difference per week or 37 percent fewer. However, the average number of hours listening to the radio was nearly identical.

Higher ability (AFQT categories I-III A) students and graduates tended to watch/listen to less TV/radio than those of lesser ability (AFQT categories IIIB-V). On average, high ability students and graduates watched about three fewer hours of television (18 percent less) and listened to just under three fewer hours of radio (12 percent less than lesser ability graduates. Overall, the High AFQT students and graduates, youth most desired by the Services, watched nearly 25 percent fewer hours of television and listened to nearly one third less radio than those least desired by the services, low AFQT graduates.

Table 2.1 Summary of Media Use by Recruit Quality Category (weighted to national population)						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
TV Hrs Per Week	12.9	15.8	16.3	17.3	13.4	21.2
Radio Hrs Per Week	21.2	24.0	31.6	31.8	21.5	21.7
Read Newspaper Days Per Week	4.4	3.8	3.6	3.3	3.6	3.0
% Read Newspaper	92.6%	88.5%	85.3%	82.4%	88.0%	83.7%
% Read Sunday Paper	76.7%	68.2%	66.4%	61.8%	71.5%	61.2%
% Read Magazines	68.0%	65.4%	53.4%	51.9%	67.5%	56.7%
Population Estimate	7,945,302	4,647,005	677,738	1,424,117	13,724,657	1,983,550
Sample Size	5,637		633		3,128	262
Source: Question 595 - About how many hours per week would you say you usually listen to the radio? Question 598 - How often do you read the newspaper? (0-7 days per week) Question 599 - Do you usually read the Sunday newspaper? and Question 600BB - Do you usually read magazines?						

Print Media Frequency

Not surprisingly, students and graduates read more newspapers and magazines than non-graduates. Male students and graduates indicated a 23 percent higher mean frequency of reading newspapers (4.1 days vs 3.5 days). Furthermore, the proportion of the male high school students and graduates who read magazines was 15 percentage points higher than non-graduates. Females indicated a lower overall frequency of reading newspapers, with the relative effect of graduation status being about the same as that for males.

Higher ability youth tended to read more than those of lesser ability. This was particularly evidenced in newspaper reading behavior. High ability males reported reading the newspaper 4.4 days per week as compared with those of lesser ability at 3.8 days per week -- 18 percent greater frequency. Although 69 percent of high AFQT students/graduates indicated they were magazine readers, nearly the same proportion of low AFQT students/graduates read magazines. The difference was quite small (2.5 percent) and of no practical significance.

TV Viewing by Program Categories

Table 2.2 shows the proportion of each quality market segment who watched a program category. In general, the profile of program categories viewed did not vary greatly across quality categories. The "Situation Comedy" program category was mentioned by the highest percentage of male youth. "News," "Sports," and "Movies" were ranked the next three highest, but the order was somewhat different across quality categories. "News" was mentioned by 43 percent of male high ability students and graduates, ranking it second. This level was nearly 10 percentage points higher than other male quality groups which consistently ranked "News" third. "Sports" garnered 37 percent of high ability male students and graduates --- other categories of respondents watched "Sports" less. "Movies" were ranked fourth by students and graduates and second by non-graduates. Somewhat surprisingly, "Music or Videos" was mentioned by less than 10 percent of youth. This was less than that indicated for "Documentaries/Educational." Program categories with the greatest gender differentiation were "Sports" and "Soaps" --- sports programming reached males and soap operas reached females.

Table 2.2 TV Viewing - Program Type by Recruit Quality Category Proportion of Population Who Watch Program Category						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
TV Hrs Per Week	12.9	15.8	16.3	17.3	13.4	21.2
Program Category						
Situation Comedy	60.6	61.2	55.7	54.0	67.0	62.2
Mystery/ Adventure	13.6	17.9	19.9	18.6	12.3	18.9
Game Shows	2.9	4.2	6.4	6.2	6.3	7.9
Soaps	2.7	3.9	3.5	6.0	28.1	33.3
News	43.1	33.9	34.5	30.4	39.1	33.9
Movies	30.7	32.4	38.2	35.3	27.7	34.4
Sports	37.3	34.9	29.2	27.3	7.2	5.4
Music or Videos	8.6	12.7	9.0	9.1	8.2	8.5
Doc/Educational	13.8	12.0	14.3	13.0	11.3	11.4
Talk Show	4.4	4.8	6.7	5.7	8.8	12.2
Others	14.2	16.5	18.8	20.1	16.7	18.3
Source: Question 591 - What kind of programs do you watch? (includes order-of-mention variables constructed from question) and Question 590 - About how many hours per week do you watch TV?						

Table 2.3 displays the proportion of viewing hours by program category. As described in Section 1, these were estimated using the order-of-mention and number of mentions to distribute the viewing hours to each program category. "Situation Comedies" reached about 60 percent of youth (Table 2.2) and accounted for one third of estimated viewing hours. However, these percentages were about the same across quality/gender categories. Therefore, advertising during a "Situation Comedy" is likely to reach not only the prime male quality market but also a wide general audience. Advertising during "Situation

Comedies" would be a good choice to reach both youth and their influencers (parents, teachers, and coaches).

"Sports" reached about a third of the male respondents and accounted for nearly 18 percent of the estimated viewing hours of high-quality males. Although "Sports" did not offer the reach of "Situation Comedies," it did provide more audience selectivity. That is, advertisers could reach the target audience without reaching large numbers of other groups.

Table 2.3 TV Viewing - Program Type by Recruit Quality Category Proportion of Viewing Hours by Program Category						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
TV Hrs Per Week	13.0	15.8	16.3	17.3	13.4	21.2
Program Category						
Situation Comedy	32.6	34.2	29.2	29.7	37.1	27.8
Mystery/Adventure	5.4	7.1	8.8	9.1	4.3	6.7
Game Shows	0.9	1.1	1.6	1.8	2.1	3.5
Soaps	0.9	1.3	1.8	2.3	15.2	20.5
News	16.6	11.8	12.1	11.6	13.9	11.9
Movies	13.5	13.7	18.5	19.1	11.2	11.8
Sports	17.8	15.5	13.2	11.3	2.5	1.0
Music or Videos	2.8	4.7	2.2	2.1	2.6	2.2
Doc/Educational	5.1	4.4	5.0	5.1	3.8	3.9
Talk Show	1.2	1.0	2.0	1.7	3.0	5.0
Others	4.8	5.8	6.5	7.4	5.6	6.3
Source: Question 591 - What kind of programs do you watch? and Question 590 - About how many hours per week do you watch TV? (These were then manipulated to distribute hours to categories as described in the methodology section).						

In this case, "Sports" reached males, including high-quality males, and did not reach large female audiences.

"News" programming reached about the same percentage of male youth as did "Sports" programming and accounted for slightly less of the estimated viewing hours. However, it also reached female youth, as well as a large general population. Given that the cost of advertising is proportional to the total audience, "Sports" would be a more efficient program category to reach quality males.

Not only did "Music or Videos" have a low reach proportion (about 10 percent), but this category also accounted for only 3 percent of the estimated viewing hours. Although MTV and late-night music video shows appeal primarily to a youth audience, YATS data indicated that it may not be as large of an audience as one might suspect.

Radio Listening by Time-of-Day

In addition to program categories, respondents were asked to list the time-of-day that they listened to the radio. These categories were:

- Early Morning (5am - 10am)
- Late Morning (10am - 12pm)
- Early Afternoon (12pm - 3pm)
- Late Afternoon (3pm - 5pm)
- Early Evening (5pm - 8pm)
- Late Evening (8pm - 12am)
- Late Night (12am - 5am)

Table 2.4 shows the proportion of the population within a quality market segment who listened to the radio by time-of-day. Radio reached about 97 percent of respondents, with the highest reach occurring in the "Early Morning" (60 percent). For high-quality youth, listening declined during working or school hours (10am - 3pm) and increased steadily until the "Late

Evening". Non-graduates were more likely than students and graduates to listen during the middle of the day and "Late Night".

Table 2.4 Radio Listening by Recruit Quality Category Proportion of Population by Time of Day						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	III B-V	I-III A	III B-V		
Radio Hrs Per Week	21.2	24.0	31.6	31.8	21.5	21.7
Program Time of Day						
Early Morning	58.3	52.8	58.6	51.1	63.9	48.1
Late Morning	23.8	21.4	39.6	37.5	20.7	32.3
Early Afternoon	31.0	29.0	46.9	46.1	27.5	35.9
Late Afternoon	39.2	39.7	48.3	45.0	35.0	32.6
Early Evening	42.9	44.1	47.2	48.5	44.6	39.5
Late Evening	48.0	50.5	47.7	45.8	45.6	38.2
Late Night	12.5	14.4	20.4	21.9	10.2	12.4
Source: Question 594 - What time of day do you usually listen to the radio? (Includes variables constructed from order of mention.), and Question 595 - About how many hours per week would you say you usually listen to the radio?						

Table 2.5 indicates that almost no important differences were present across quality market segments in terms of the proportion of listening hours. High-quality males listened to fewer hours than their lower quality counterparts. However, the distribution of listening habits by time-of-day was the same.

Radio Listening by Program Category

Table 2.6 displays respondent radio listening habits by program category. "Classic/Soft Rock" generated the highest reach of all program categories among respondents accounting for nearly 45 percent. Among males, "Hard Rock/Heavy Metal" attracted the

second highest audience --- about one third. Twenty-five percent of high school male students and graduates indicated listening to "Pop," while the third ranked category for non-graduates was "Country & Western."

Table 2.5 Radio Listening by Recruit Quality Category Proportion of Listening Hours by Time of Day						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	III B-V	I-III A	III B-V		
Radio Hrs Per Week	21.2	24.0	31.6	31.8	21.5	21.7
Program Time of Day						
Early Morning	30.7	28.2	29.0	27.7	35.0	29.7
Late Morning	11.2	9.8	15.2	15.1	9.5	16.7
Early Afternoon	11.7	11.0	13.3	13.8	10.4	15.1
Late Afternoon	12.5	13.5	11.6	11.7	12.0	11.1
Early Evening	14.1	15.7	13.8	14.5	16.0	10.7
Late Evening	15.5	16.8	11.4	11.7	14.0	13.0
Late Night	3.7	4.7	5.3	5.0	3.0	3.5
Source: Question 594 - What time of day do you usually listen to the radio? and Question 595 - About how many hours per week would you say you usually listen to the radio? (These were then manipulated to distribute hours to categories as described in the methodology section).						

Table 2.7 presents radio listening habits in terms of estimated listening hours by program type. Rock (Classic/Soft/Hard/Heavy Metal) accounted for nearly half of all male listening hours. Females listened to "Classic/Soft Rock" a nearly equivalent percentage of the time, but preferred the softer style of "Pop" over "Hard Rock/Heavy Metal."

Table 2.6 Radio Listening by Recruit Quality Category Proportion of Population by Program Type						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
Radio Hrs Per Week	21.2	24.0	31.6	31.8	21.5	21.7
Program Type						
News	11.2	8.9	8.4	7.9	11.1	4.5
Classical	9.5	6.5	7.9	7.4	9.4	6.2
Easy Listening	6.3	7.1	9.3	9.2	10.5	12.0
Pop	25.2	25.9	18.5	15.3	32.5	22.6
Country & Western	18.1	20.6	30.5	32.6	21.7	32.6
Sports	3.8	5.5	2.3	3.0	0.9	0.5
Talk	6.9	8.8	6.3	4.6	4.1	1.4
Classic/Soft Rock	44.5	41.0	51.2	45.6	45.4	38.7
Rap	11.4	25.0	13.0	15.7	11.8	7.7
Hard Rock/Heavy Metal	20.9	30.7	35.1	37.4	18.4	20.7
Other	21.5	30.7	21.2	21.8	25.0	19.8
Source: Question 596 - What types of radio programming do you usually listen to? (includes variables constructed from order-of-mention.), and Question 595 - About how many hours per week would you say you usually listen to the radio?						

Newspaper Reading Habits of Youth

Over 92 percent of high-quality males indicated reading a newspaper, and just over 75 percent indicated regularly reading a Sunday newspaper. Not surprisingly, high-quality respondents reported reading the newspaper more frequently than lower quality respondents. Table 2.8 points out the audience distribution by newspaper section.

"Sports" reached the highest proportion of male respondents (nearly two-thirds of students/ graduates), followed closely by the "Front Page." The newspaper sections reaching

just over one-third of the high-quality males included local/state news, comics, and national news.

Table 2.7 Radio Listening by Recruit Quality Category Proportion of Listening Hours by Program Type						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduate s
	I-III A	IIIB-V	I-III A	IIIB-V		
Radio Hrs Per Week	21.2	24.0	31.6	31.8	21.5	21.7
Program Type						
News	4.7	3.6	2.8	2.4	5.0	3.8
Classical	3.2	2.1	1.7	1.8	3.4	2.1
Easy Listening	2.9	2.9	2.4	2.4	4.9	4.9
Pop	13.6	11.4	9.0	7.6	18.9	11.4
Country & Western	11.3	13.2	15.0	17.0	12.2	20.8
Sports	1.2	1.1	0.4	0.4	0.2	0.1
Talk	3.2	2.2	2.5	1.7	1.8	0.6
Classic/Soft Rock	24.7	20.9	28.6	26.8	24.3	28.7
Rap	4.6	12.2	4.2	6.4	5.7	3.2
Hard Rock/Heavy Metal	19.1	16.3	21.7	23.4	10.0	10.5
Other	11.1	13.6	9.8	9.4	13.4	12.8
Source: Question 596 - What types of radio programming do you usually listen to? and Question 595 - About how many hours per week would you say you usually listen to the radio? These were then manipulated to distribute hours to categories as described in the methodology section.						

classified ads were more likely to reach non-graduates than students and graduates.

Differences across gender were also noted. While young men focused heavily on the sports section, young women's reading habits were distributed fairly evenly. The front page section reached approximately 62 percent of young women. Other areas reaching over one third of the women included local/state news, comics, and national news.

Table 2.8 Newspaper Reading by Recruit Quality Category Proportion of Population by Newspaper Section						
	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
Read Newspaper						
% Read	92.6	88.5	85.3	82.4	88.0	83.7
% Sunday Paper	76.7	68.2	66.4	61.8	71.5	61.2
Newspaper Section						
Front Page	62.7	49.8	52.8	47.7	62.0	55.7
National News	33.8	26.1	26.4	20.2	33.2	28.4
Local/State News	36.9	32.8	38.7	33.7	43.7	38.2
Sports	66.0	63.3	53.3	48.4	32.3	27.5
Classified Ads	25.3	28.4	38.6	37.2	31.1	42.0
Entertainment	21.2	17.5	17.7	12.3	30.7	32.2
Comics	34.1	28.9	29.0	27.4	37.6	29.0
Life-style	15.7	12.7	14.8	12.1	26.6	26.5
Travel	10.0	7.6	12.0	7.9	15.5	15.6
Food	8.7	7.4	9.8	6.9	13.3	15.0
Business	18.4	13.2	12.7	8.7	13.6	15.2
Editorial	14.5	11.6	10.7	7.4	16.4	17.1
Other	14.2	14.7	15.1	16.4	19.9	24.8

Source: Questions 598 - How often do you read the newspaper? (0-7 days per week), Question 599 - Do you usually read the Sunday newspaper? and Question 600A - What sections of the paper do you usually read? (includes variables constructed from order-of-mention).

Magazine Reading Habits of Youth

Nearly two-thirds of high-quality male respondents reported reading magazines. Respondents were asked to name up to six magazine titles that they read regularly. Table 2.9 displays the proportion of each quality market segment who indicated reading a specific title.

Within the table, the titles are listed in the order of the most frequently mentioned magazines by high-quality males. Only titles mentioned by at least one percent of a quality market segment are listed.

Table 2.9 Magazines Read by Recruit Quality Category Proportion of Population by Title						
Magazine	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
Sports Illustrated	22.3	21.7	8.9	8.5	3.3	1.0
Time	16.4	10.5	5.4	5.5	12.2	6.9
Newsweek	11.1	5.5	1.4	1.4	7.7	2.6
People	5.1	4.1	2.8	3.2	12.5	13.7
Rolling Stone	4.4	2.0	3.3	2.3	3.3	1.7
Hot Rod	4.2	6.2	10.0	10.0	0.2	0.3
Field & Stream	3.6	4.0	2.6	2.6	0.2	
US News/World Report	3.2	1.3	0.5	0.3	2.1	0.4
National Geographic	3.0	2.3	2.0	1.4	2.1	1.2
Car and Driver	2.9	2.7	2.1	2.0	0.1	0.3
Outdoor Life	2.4	2.9	2.5	2.0	0.2	
Popular Science	2.4	1.5	1.8	1.3	0.4	0.3
Popular Mechanics	2.3	1.5	1.7	1.9	0.1	
Motor Trend	2.2	2.1	1.8	1.5	0.1	
Gentlemen's Quarterly	1.8	1.6	1.0	0.3	0.3	0.5
Playboy	1.7	0.8	3.2	2.6	0.1	
Road and Track	1.7	1.3	0.3	0.4	0.1	
Life	1.6	1.1	1.3	1.1	2.0	1.1
Car Craft	1.6	2.1	3.1	2.1		
Ebony	1.3	7.0	1.4	2.7	6.6	3.0
Reader's Digest	1.3	1.0	2.5	1.6	3.0	3.2

Table 2.9 (Continued)

Table 2.9 Magazines Read by Recruit Quality Category Proportion of Population by Title						
Magazine	Males				Females	
	Students/Graduates		Non-graduates		Students/ Graduates	Non-graduates
	I-III A	IIIB-V	I-III A	IIIB-V		
Omni	1.1	0.5	2.5	1.4	0.4	0.4
Jet	1.1	5.6	1.0	2.6	4.2	3.2
Guitar	1.0	0.8	0.5	0.7		
TV Guide	0.5	0.5	0.3	0.6	1.1	0.4
Spin	0.5	0.3	1.1	0.7	0.3	
Us	0.4	0.4	0.4	0.8	1.6	2.4
Ebony Man	0.4	1.3			0.2	
Seventeen	0.1	0.4			11.3	3.2
Cosmopolitan	0.1	0.1			12.3	11.0
Glamour	0.1	0.1			8.0	3.0
Redbook			0.1	0.3	2.2	0.8
Self					1.2	0.5
Teenager					2.1	0.7

The leading magazine among high-quality males was *Sports Illustrated*, read by 22 percent of this market. *Time* and *Newsweek* were the next most frequently reported by high-quality males, and also frequently reported by high-quality females.

As one might expect, there were significant differences between men and women regarding magazines read most frequently. Table 2.10 reflects the five most frequently read magazines for high-quality males and females who were high school students and graduates.

Time and *Newsweek* ranked second and third, reaching 16 and 11 percent of the high-quality male population, respectively. Circulation figures for *Time* are about 700,000 higher

Table 2.10 Differences between High-quality Male and Female Magazine Readership (rank ordered)			
High-quality Males		Student/Graduate Females	
Sports Illustrated	(22.5)	People	(12.5)
Time	(16.4)	Cosmopolitan	(12.3)
Newsweek	(11.1)	Time	(12.2)
People	(5.1)	Seventeen	(11.3)
Rolling Stone	(4.4)	Glamour	(8.0)

than *Sports Illustrated*, while *Newsweek*'s circulation is nearly identical to *Sports Illustrated*. *Time* and *Newsweek* also were ranked third and sixth by women who were high school students and graduates. However, neither of the news magazines can offer the selectivity or market share that is exhibited by *Sports Illustrated*. Depending on cost, some other titles may offer attractive reach opportunities. For example, *Hot Rod*, with a paid circulation that is 26 percent of *Sports Illustrated*, reached just over 4 percent of the high-quality male market.

Section 3

MEDIA HABITS OF BLACK YOUTH SAMPLE

This section provides information on the media habits of Black youth. Analyses are similar to those presented in Section 2. However, the relatively small number of Black non-graduates in the sample precludes presentation of meaningful statistics. Therefore, data are presented only for Black students and high school graduates. A summary by recruit quality category of responses to the media exposure questions is shown in Table 3.1.

Media Frequency Summary

Black respondents reported watching more television and listening to less radio than the overall respondent population: on average, Blacks spent about three more hours per week viewing TV and three less hours listening to the radio. Newspaper reading habits of Black respondents, in terms of frequency and sections read, were nearly identical to the overall youth population. Blacks tended to report slightly higher readership of magazines, compared to the total sample.

TV Viewing by Program Categories

Table 3.2 shows the proportion of each Black youth market segment who indicated watching a program category. Table 3.3 shows the proportion of viewing hours within each quality market segment. In general, Black youth viewing habits were quite similar to those of the overall youth population. "Situation Comedy" TV programming reportedly reached about 66 percent of the total Black youth market, while "Sports" reached nearly 40 percent of Black male students and graduates. "News" programming reached about one third of the market.

Table 3.1 Summary of Media Use by Recruit Quality Category - Blacks			
	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
TV Hrs Per Week	16.8	18.5	18.3
Radio Hrs Per Week	19.8	22.8	21.1
Read Newspaper			
Days Per Week	4.4	4.2	3.8
% Read Newspaper	97.2%	93.2%	92.1%
% Sunday paper	80.9%	74.9%	77.1%
% Read Magazines	72.1%	70.8%	72.4%
Population Estimate	441,453	1,251,018	1,927,039
Sample Size	409		328
Source: Question 590 - About how many hours per week do you watch TV?, and Question 595 - About how many hours per week would you say you usually listen to the radio?, Question 598 - How often do you read the newspaper? (0-7 days per week), Question 599 - Do you usually read the Sunday newspaper? and Question 600BB - Do you usually read magazines?			

Comparing Table 2.3 with Table 3.3 shows that high-quality Black males watched slightly more estimated hours of "Situation Comedies" and somewhat less estimated hours of "Sports" than the general high-quality male population. "News" programming accounted for about five percent fewer hours among Black males when compared to the overall male youth population.

Radio Listening by Time-of-Day

Table 3.4 shows the proportion of the population within a quality market segment who listened to the radio by time-of-day. This is followed by Table 3.5 which displays the

Table 3.2 TV Viewing by Blacks - Program Type by Recruit Quality Category Proportion of Population Who Watch Program Category			
	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
TV Hrs Per Week	16.8	18.5	18.3
Program Category			
Situation Comedy	67.6	65.3	78.5
Mystery/Adventure	22.2	22.0	19.0
Game Shows	4.4	5.1	9.3
Soaps	6.3	7.5	31.8
News	34.8	32.7	29.5
Movies	26.2	29.2	24.7
Sports	37.4	43.7	9.1
Music or Videos	11.4	17.0	9.3
Doc/Educational	14.6	13.1	13.5
Talk Show	5.1	7.2	11.9
Others	20.8	20.1	21.5
Source: Question 591 - What kind of programs do you watch? (includes order-of-mention variables constructed from question) and Question 590 - About how many hours per week do you watch TV?			

proportion of estimated listening hours by time-of-day. Black youth exhibited listening patterns in terms of time-of-day that were very similar to the overall youth population. However, the strongest time slots were "Late Evening" (8pm - 12pm), which reached just over 50 percent of the high-quality male market, and "Early Morning" (5am - 10am) with 49 percent of high-quality males.

Table 3.3 TV Viewing by Blacks - Program Type by Recruit Quality Category Proportion of Viewing Hours by Program Category			
	Males		Females
	Students/Graduates		Students/Graduates
	I-III A	IIIB-V	
TV Hrs Per Week	16.8	18.5	18.3
Program Category			
Situation Comedy	39.6	35.0	42.4
Mystery/Adventure	6.9	6.5	5.3
Game Shows	1.4	1.6	2.8
Soaps	2.0	2.2	14.6
News	10.8	10.2	8.6
Movies	9.1	10.2	7.4
Sports	15.2	16.2	2.9
Music or Videos	3.6	6.0	1.7
Doc/Educational	4.9	4.5	3.8
Talk Show	0.8	1.1	5.0
Others	5.7	6.4	5.4
Source: Question 591 - What kind of programs do you watch? and Question 590 - About how many hours per week do you watch TV? These were then manipulated to distribute hours to categories as described in the methodology section.			

An interesting difference was observed in respondent population reached during the "Late Morning" (10am - 12am) time slot. Only 14 percent of Black males listened during this period as compared with nearly 25 percent of the overall male population. "Late Night" attracted about five percent more Black males than the overall male youth population. In terms of listening hours, "Early Morning" and "Late Evening" were the primary radio time slots, capturing about 45 percent of the total listening time among Black males.

Table 3.4 Radio Listening by Blacks by Recruit Quality Category
Proportion of Population by Time of Day

	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
Radio Hrs Per Week	19.8	22.8	21.1
Program Time of Day			
Early Morning	49.2	42.4	47.6
Late Morning	14.7	13.4	23.3
Early Afternoon	17.4	20.6	22.8
Late Afternoon	25.4	31.2	33.0
Early Evening	37.0	40.4	46.6
Late Evening	50.3	55.4	47.1
Late Night	16.2	19.8	13.9
Source: Question 594 - What time of day do you usually listen to the radio? (includes variables constructed from order-of-mention.) and Question 595 - About how many hours per week would you say you usually listen to the radio?			

Radio Listening by Program Category

Table 3.6 displays radio listening habits of Black youth by program category. The program category "Other" captured the highest reach numbers, accounting for nearly 56 percent of high-quality males. We speculate that "Other" is comprised primarily of jazz, reggae, soul, go-go, gospel, and rhythm & blues. This high rating of "Other" suggests that the category range was not sufficiently screened to account for racial or ethnic preferences. Apart from "Other," the highest rated category was "Rap," reaching 43 percent of high-quality Black males, and over 50 percent of other quality market segments. "Hard Rock/Heavy Metal" attracted only seven percent of Black males as compared with about one-third for the

general male youth population. However, "Pop" was equally popular among the Black youth population, attracting about 30 percent of high-quality males compared with 25 percent in the overall population.

Table 3.5 Radio Listening by Blacks by Recruit Quality Category Proportion of Listening Hours by Time of Day			
	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
Radio Hrs Per Week	19.8	22.8	21.1
Program Time of Day			
Early Morning	24.0	23.3	28.7
Late Morning	7.2	7.0	9.7
Early Afternoon	8.1	9.4	9.0
Late Afternoon	13.5	13.8	11.7
Early Evening	17.4	16.9	19.9
Late Evening	23.2	22.0	17.4
Late Night	6.6	7.4	3.7
Source: Question 594 - What time of day do you usually listen to the radio? and Question 595 - About how many hours per week would you say you usually listen to the radio? These were then manipulated to distribute hours to categories as described in the methodology section.			

Table 3.7 indicates that "Rap" and "Other" combined to account for an estimated 54 percent of high-quality Black male listening hours. Among Blacks, "Rock" and "Country & Western" appealed to lesser ability males.

Newspaper Reading Habits of Black Youth

Black respondents indicated they read newspapers at or above the rate of the overall youth population. Over 97 percent of high-quality Black males reported reading a newspaper,

and just over 80 percent indicated regularly reading a Sunday newspaper. The proportion who indicated they read the newspaper was high across all quality market segments.

Table 3.6 Radio Listening by Blacks by Recruit Quality Category Proportion of Population by Program Type			
	Males		Females
	Students/Graduates		Students/Graduates
	I-III A	IIIB-V	
Radio Hrs Per Week	19.8	22.8	21.1
Program Type			
News	13.6	12.3	9.2
Classical	7.8	6.5	8.0
Easy Listening	11.2	10.5	13.0
Pop	29.5	26.3	33.6
Country & Western	5.7	5.9	2.8
Sports	4.1	5.0	0.7
Talk	6.1	6.4	4.4
Classic/Soft Rock	20.4	16.0	18.1
Rap	43.1	53.1	33.4
Hard Rock/Heavy Metal	7.3	6.1	6.2
Other	56.6	55.1	55.9
Source: Question 594 - What types of radio programming do you usually listen to? (includes variables constructed from order-of-mention.) and Question 595 - About how many hours per week would you say you usually listen to the radio?			

Table 3.8 reflects the distribution of audience by newspaper section. "Sports" reached the highest proportion of Black males (nearly 75 percent of students and graduates). This was higher than among the 16-24 year-old overall population. Otherwise, the distributions for the overall youth population held true for the Black population as well.

Table 3.7 Radio Listening by Blacks by Recruit Quality Category Proportion of Listening Hours by Program Type			
	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	III B-V	
Radio Hrs Per Week	19.8	22.8	21.1
Program Type			
News	7.1	3.8	3.6
Classical	1.6	2.2	3.2
Easy Listening	5.8	3.1	6.8
Pop	13.7	11.9	19.2
Country & Western	1.7	13.9	1.0
Sports	1.1	1.2	0.1
Talk	2.6	2.3	1.2
Classic/Soft Rock	9.8	21.9	6.5
RAP	22.5	12.9	19.3
Hard Rock/Heavy Metal	1.9	17.2	2.3
Other	32.1	14.3	36.8
Source: Question 596 - What types of radio programming do you usually listen to? and Question 595 - About how many hours per week would you say you usually listen to the radio? These were then manipulated to distribute hours to categories as described in the methodology section.			

Magazine Reading Habits of Black Youth

Over 70 percent of high-quality Black males reported reading magazines. Table 3.9 displays the proportion of each quality market segment who indicated reading a specific title. Within the table, titles are listed in the order of the magazines most frequently mentioned by high-quality Black males. Only titles that were mentioned by at least one percent of a quality market segment are listed.

Table 3.8 Newspaper Reading by Blacks by Recruit Quality Category			
Proportion of Population by Newspaper Section			
	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
Read Newspaper			
% Read	97.1	93.2	92.1
% Sunday Paper	80.9	74.9	77.1
Newspaper Section			
Front Page	53.7	45.2	56.3
National News	27.0	24.1	28.8
Local/State News	36.2	38.6	44.3
Sports	74.8	74.8	37.3
Classified Ads	27.4	30.1	35.2
Entertainment	22.6	18.4	25.9
Comics	28.7	24.8	36.4
Life-style	13.8	13.9	21.4
Travel	6.7	6.2	10.4
Food	8.1	7.4	10.3
Business	20.2	16.6	13.5
Editorial	16.2	13.3	17.8
Other	21.2	19.2	26.8
*Source: Questions 598 - How often do you read the newspaper? (0-7 days per week), Question 599 - Do you usually read the Sunday newspaper? and Question 600A - What sections of the paper do you usually read? (includes variables constructed from order-of-mention).			

As in the overall respondent population, the leading magazine title among high-quality Black males was *Sports Illustrated*, read by one third of this market segment. *Time* and *Newsweek* ranked fourth and fifth, behind *Ebony* and *Jet*. *Ebony* reached just under 22 percent of high-quality Black male respondents, while *Jet* reached 18 percent. *Ebony* has a

paid circulation of nearly 1.9 million, while *Jet* has about half that paid circulation. However, neither of the traditional Black magazines offers the selectivity or market share exhibited by *Sports Illustrated*. *Ebony* magazine was a strong first choice among Black women who were high school students and graduates. In fact, *Ebony's* reach among this group (over 45 percent) was the strongest of all magazines across all groups.

Table 3.9 Magazines Read by Blacks by Recruit Quality Category Proportion of Population by Title			
Magazine	Males		Females
	Students/Graduates		Students/Graduates
	I-III A	IIIB-V	
Sports Illustrated	32.7	34.5	4.9
Ebony	21.7	25.4	45.8
Jet	17.7	20.3	28.8
Time	3.7	10.5	10.3
Newsweek	9.0	4.8	4.8
People	6.5	4.3	7.9
Ebony Man	6.2	4.5	1.2
Gentlemen's Quarterly	4.6	3.4	
Motor Trend	3.4	2.7	
Car and Driver	3.0	2.5	
Sports	3.0	1.6	
National Geographic	2.3	2.5	1.0
US News/World Report	2.2	1.5	1.8
Road and Track	1.8	0.9	
Consumer Reports	1.5	1.4	0.2
Seventeen	1.4	1.3	11.7
Esquire	1.2	0.8	1.2

Table 3.9 (Continued)

Table 3.9 Magazines Read by Blacks by Recruit Quality Category			
Proportion of Population by Title			
Magazine	Males		Females
	Students/Graduates		Students/ Graduates
	I-III A	IIIB-V	
Black Enterprise	1.2	0.6	1.2
Outdoor Life	1.2	0.6	
Hot Rod	1.1	1.9	
Money	1.1	0.3	0.2
Playboy	1.1	0.1	
Field & Stream	1.0	0.8	
Popular Mechanics	1.0	0.0	
Reader's Digest	0.9	1.0	2.2
Life	0.9	0.6	1.2
TV Guide	0.9	1.1	0.2
US	0.8	0.4	0.9
Cosmopolitan	0.1	0.1	7.5
Glamour	0.1	0.2	3.3
Teenager			2.9

Section 4

CONCLUSIONS AND IMPLICATIONS

Understanding the media habits of youth is essential for effective media planning among military advertisers. When combined with information concerning audience delivery and cost efficiency, media habit data contributes to determining the optimum media mix and selection of specific media vehicles within budget parameters. The 1990 YATS data provided some insight for evaluating media options:

Television: Ninety-eight percent of YATS respondents reported watching TV. High-quality male students and graduates tended to watch about three fewer hours per week compared to their lower quality counterparts. The most popular program categories among high-quality student and graduate males were "Situation Comedies," "News," "Sports," and "Movies" watched by 61, 43, 37, and 31 percent of this audience respectively. While "Sports" was highly selective in reaching males (37 percent of high-quality male students and graduates versus 7 percent of their female counterparts), "Soaps" were highly selective in reaching females (28 percent of female high-quality students and graduates versus 3 percent of their male counterparts). Somewhat surprisingly, "Music or Videos" was reportedly watched by less than 10 percent of the respondents.

Radio: The high-quality male respondent listened to 21 hours of radio a week. The most frequently listened to times-of-day were "Early Morning" (5am - 10am) and "Late Evening" (8pm - 12pm), which accounted for 45 percent of the listening hours. "Classic/Soft Rock" and "Hard Rock/Heavy Metal" were the leading program categories with 44 and 31 percent of high-quality males, respectively, reporting listening to those types of programs. Conversely, the lowest ranked radio shows for males were "Sports" and "Easy Listening" programs. Among high-quality Black males, the data suggest that Black-oriented station programming and "Rap," "Pop" and "Soft Rock" are programs of choice. "Hard Rock/Heavy Metal" programming did not appeal to many Blacks. Women high school students and graduates preferred "Classic/Soft Rock" and "Pop."

Newspapers: Ninety-two percent of high-quality male respondents reported reading newspapers. The most widely read section of the newspaper was "Sports," followed by the "Front Page" which were reported as read by two-thirds and one-half of high-quality male respondents respectively. The classified ads section was not cited by many high-quality youth. Local/state news and comics were read by over one-third of the high-quality male and female high school student and graduate respondents.

Magazines: Magazines appear to be a very effective medium for reaching the high-quality youth market. About two-thirds of high-quality male respondents stated they read magazines. The top title mentioned was *Sports Illustrated* with 22 percent of the high-quality male respondents and 33 percent of the high-quality Black male respondents reporting readership. Depending on cost, a number of other magazines may offer significant youth reach for the money (e.g., *Ebony*, *Time*, *People*, *Jet*, and *Rolling Stone*). *People*, *Cosmopolitan*, and *Time* reached the highest proportion of women.

Cable Television: YATS data indicated that music-oriented cable programs such as MTV, VH1, and The Nashville Network are viewed by a relatively small proportion of youth respondents, accounting for only three percent of the TV viewing hours.

YATS data suggest that the media habits of high-quality youth are similar to their lesser quality counterparts. Standard audience measurement rating data are probably sufficient to gauge the media habits of the overall youth market. The 1990 YATS, on the other hand, provides insight concerning media habits of specific market segments not accessible through commercial rating companies.

YATS and other independently-derived survey data for both military, other public sector, and private corporations clearly indicated that television is by far the medium most often mentioned by people when asked where they recall seeing or hearing an advertising message. While other alternatives may appear less costly, they simply do not have the reach of television. Media habit data from YATS provide the Services an independent assessment

of effective ways to reach the youth market with recruiting advertising messages. When YATS findings are compared with commercial ratings data and information supplied through Service advertising agencies, Service media planners should have a more complete picture of efficient media alternatives.

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